***Topic C.2 How adults in early years settings empower children***

**P5 Describe how adults in early years settings can empower children.**

* You are expected to **describe** **how** adults in early years settings can empower children.
* You should use examples that show how adults empower children for example, how a snack time in a setting for children aged three years up to five years is organised by the adults to enable the children to prepare the food for snack, set the table, choose when they have their snack and offer choices of food.
* You should then **describe** how this supports empowerment by; *involving children, supporting decision making, encouraging choices and supporting independence and self-care.*
* **You must use examples from settings for children of different ages.**

**How adults in early years settings empower children**

There are many ways in which settings can empower children. Some of these are very small, but still important. It is good practice, for example, for adults to let children put their own coat on, rather than automatically doing it for them.

Why?

The principles of empowerment are fairly simple to understand.

Empowerment is all about giving choice, being respectful and encouraging children to be actively involved with what is happening.

Children must be empowered according to their age and stage of development and adults must think about this. Adults need to ensure that find ways of empowering babies and very young children who may not yet be speaking.

**CASE STUDY**

Harriet is working in an inclusive setting. She has been in the job for just a few weeks and she has been listening to staff members talk about the importance of choice and empowering children. Today she is working with children at the painting table. A 2-year-old child picks up a paint pot and a brush and takes it over to the book corner. The child starts to paint books. Another member of staff intervenes. Afterwards, Harriet is asked why she did not stop the child. She says that it was the child’s choice to do this and she wanted to empower the child.

1. Why did the staff member intervene?
2. Explain why empowerment needs to be linked to the age/ stage of the child and their understanding of consequences.

**Empowering children according to their age**

There are many ways in which adults work to empower babies and children in early years settings.

**Physical care routines**

These can include…

Empowering babies and children means to let them do….

Babies can be involved in nappy changing too, they can hold items and even go and collect a clean nappy or wipes before they have their nappy changed. This will help them to feel …

By not rushing through a nappy change, a bath, dressing and going to the toilet you can make the child feel…

This helps the children learn important skills for..

**Privacy**

As children get a little older, it is important to respect their…

It is important to encourage children to pull down their own underwear, even though they still may need some help with the buttons, this shows…

Even keeping information about a child which may embarrass them private shows…

**Mealtimes**

Help encourage …

Recognise when the baby or child has had enough…

Although if the child is not eating enough then the adult may need to encourage them to eat some more, yet still not force feed them.

Small children and toddlers can be given more choice ….

Some nurseries now have ‘snack bars’ where the children can choose their morning or afternoon snack at a time that suits them. Children can serve themselves too. This gives them more…...

**Child-initiated play (free play)**

Children can be empowered by choosing…

Adults can join in with this play, but the children…

Children can also choose who they would like to play with, as long as…

To empower a baby, you may follow the interests they may have shown a like to. From 9 or 10 months, babies can begin to point, they are then more able to make their own choices as to what to play with.

**Involving children in planning and gaining feedback**

By children choosing what they would like to play with and how, this can…

Photos and pictures of activities can be used to allow..

Children can also provide feedback about what they like and dislike, this can be from things they say or even their reactions to activities.

**Caring for the environment**

When children are empowered they….

Most children enjoy helping adults to do things, even tidying up.

It gives them a sense of responsibility and achievement. They will feel …

Many settings will encourage the children to help…

They may even ask them to help with…

**Quick questions**

1. Can you think of an example of how to empower a baby as part of their physical care routine?
2. Can you think of two ways in which children might be empowered as part of a setting’s toileting routines?
3. How might supporting children to be independent at mealtimes be beneficial?
4. Why might a setting encourage child-initiated play?
5. Why might encouraging children to tidy up support the environment?

**STUDENT GUIDANCE**

**What must I do?**

Provide a **brief introduction**

You must **describe** how adults in early years settings can empower children

You must describe the following ways:

You must include **examples**, for example how a snack time in a setting for children aged three years up to five years is organised by the adults to enable the children to prepare the food for snack, set the table, choose when they have their snack and offer choices of food.

You must **discuss** how the ways described and your examples **supports empowerment** by involving children, supporting decision making, encouraging choices and supporting independence and self-care

* *Physical care routines*
* *Privacy*
* *Mealtimes*
* *Child-initiated play*
* *Involving children in planning and gaining feedback*
* *Caring for their environment*